

Teacher Copy  
A-I Reading Assessment for Independent Reading Levels

Level F  
89 words

Reader's Name _____	Grade _____	Date _____	Independent Level: Yes No
<b>Frog's Lunch—Scholastic Books</b>			
<b>Level F 89 words</b>			

Show the cover of the book to the student and say this to the reader before her or she begins reading: *“In this story Frog is sitting on a lily pad in the middle of the pond thinking about what he will have for lunch. Let's read to find out what he eats.”*

<p><b>Check the reading behaviors you notice the child using. These notes may not determine the reader's independent reading level, but will inform your teaching:</b></p> <p><input type="checkbox"/> Reads increasingly more difficult words, using letter sounds and word parts.</p> <p><input type="checkbox"/> Uses parts from known words to read unknown words.</p> <p><input type="checkbox"/> Begins to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.</p> <p><input type="checkbox"/> Integrates sources of information: Monitoring: checks to make sure what has been read makes sense and sounds right as well as looks right.</p> <p><input type="checkbox"/> Reads with more fluency and phrasing.</p>	<p><b>Running Record:</b> Record the reader's miscues (or errors) above the word as he or she reads.</p> <p>Frog was sitting on a lily pad in the middle of the pond.</p> <p>“It's lunchtime,” said Frog.</p> <p>Along came a fly.</p> <p>“Mmmm, lunch,” said Frog.</p> <p>The fly was buzzing around.</p> <p>Frog sat very still on his lily pad in the middle of the pond.</p> <p>The fly buzzed and buzzed around frog.</p> <p>“Buzz buzz,” said the fly.</p> <p>Frog sat very, very still.</p> <p>“Buzz buzz,” said the fly.</p> <p>Frog's eyes grew big.</p> <p>The fly came closer and closer to Frog.</p> <p>Snap!</p> <p>Frog snapped up the fly.</p> <p>“Mmmm,” said Frog.</p> <p>“Good lunch!”</p>	# of Errors	Error MSV	# of SC	SC MSV
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**Accuracy Rate:** Circle the number of miscues & percentage of words read correctly. Note: Self corrections do not count as errors.

100%	99%	98%	97%	96%	94%	93%	92%	91%	90%	89%
0 miscues	1 miscue	2 miscues	3	4	5	6	7	8	9	10

**Total Number of Self Corrections:**

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**Literal and Inferential Retelling**

Say, "Retell the important parts of what you just read." Write notes regarding the student's retelling in this box and on the back of this page. If the child has trouble getting started, prompt the child to look at the text. Say to the child, "What happened first?" Make a note that you prompted their retelling.

**Part 1: Listen to the reader's retelling for the following information and take note of the reader's answers, based on the retelling. If the retelling did not already contain the following information, ask the reader the following questions and take note of the answers.**

1. *Literal Question: What did frog see that he could eat for lunch?*
  
2. *Literal Question: What did the fly do when he saw frog?*
  
3. *Literal Question: What did the frog do with the fly after he snapped it? What did he say? (Student must answer both questions correctly for one credit.)*
  
4. *Inferential Question: Why was frog able to catch the fly and eat him for his lunch? (He has a long tongue. OR He sat very still until the fly got closer and closer. Either response is correct for this question.)*

*The reader must answer at least three of these questions adequately in order to determine if this is the child's independent reading level. Try the other Level F text if the child could not answer at least three of these questions.*

**Fluency**

At this level students should no longer be pointing under words with their finger. This will enable you to better evaluate their fluency in reading. Use the following questions to assess phrasing and fluency.

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|--|-----|----|
| Did the reader track print with eyes instead of finger pointing?   | Yes | No |
| Did the student respond to punctuation by changing his/her voice?  | Yes | No |
| Did the reader use pitch, stress, and intonation when appropriate to approximate telling important or unusual information? | Yes | No |
| If the reader paused while reading, were the pauses brief?   | Yes | No |
| At a point of difficulty, did the reader stop to problem-solve words on the run?   | Yes | No |

**Final Score**

- Yes No *The reader's accuracy rate was at least 96%.*  
 Yes No *The reader answered at least three comprehension questions in Part 1 correctly.*  
 Yes No *Did the retelling express the important parts in the text?*  
 Yes No *The reader reads with some fluency.*

*If the answer is "Yes" to all four questions, this is the child's independent reading level.*